Patterson High School – Transportation and Engineering Academy

Teacher: Ms. Nichols Lesson Date: Friday, Dec 2

Subject: Psychology Unit Title: Lifespan

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| **CLGs/SC Assessment Limits/Standards *3.1.4 Issues surrounding the development process (nature/nurture, continuity/discontinuity, stability/instability, critical periods)*, *3.1.5 Impact of technology on aspects of the lifespan*** | | **Agenda:** *(What is the snapshot of my class flow?)* | |
| **Lesson Objective:** *(What will my students KNOW by the end of the lesson? What will they DO to learn it?)*  Psychology scholars will describe adjustment to death and analyze ethical issues related to death and dying by *completing exam review, participating in guided notes + completing a graphic organizer, participating in a guided discussion, and taking and grading a daily assessment.*   * Thanatology is the study of dying and death. * Elizabeth Kübler-Ross identified 5 stages of psychological adjustment to death: denial, anger, bargaining, depression, and acceptance.   -denial: “No, it can’t be happening to me” or “I’ll get another opinion.” Sometimes refuse treatment, insist that the doctor is wrong, continue their live as usual.  -anger: “Why me?;” can alienate themselves from others, no one can relieve their anger  -bargaining: attempt to bargain with fate; Ex: asking God/religious deity for more time in exchange for good behavior, promise a change of ways, bargain with the doctor  -depression: people are aware of their losses (body tissue, job, life savings) and the loss that is coming (losing everybody and everything).  -acceptance: sense of calm, become intentionally detached to make death easier   * A hospice is a special place where terminally ill people go to die; it is designed to make the patient’s surroundings pleasant and comfortable. * Euthanasia is allowing a terminally ill patient to die naturally without life support, or putting to death a person who suffers from an incurable disease | | | |
| TIME | INSTRUCTIONAL SEQUENCE | | ACTIVITIES CHECKLIST |
| 5 mins | **Get started/Drill/Do Now:** Following prompt posted on board:  Today we are going to learn about the 5 stages of dying and death. The stages are listed below. When a person finds out they are dying, in what order do they go through these stages? Explain your reasoning. | |  |
| 12 mins | **Engage/Motivation:**  Graphic representation, poem, or story of death, dying, etc. Students create in their notebook, then will share and compare as spring board for discussion on our perceptions of death and dying-why do you think people feel the way they do about death and dying? Is is the same in all cultures? How do we learn about death? What factors might influence our opinions on death and dying? When you are dying, how do you think you will feel? | |  |
| 15-20 mins | **Explore/Explain:** Instructor will provide basic key points in student friendly language via PP slide; students will participate by adding in actions/thoughts and filling out the graphic organizer. | |  |
| 25-35 mins | **Practice as pairs/group**  Structured discussion: students will work in pairs to discuss each of the stages of death and dying. **(see attached sheet)**  \*Discussion will follow discussion protocol practiced last week. | |  |
| 15 mins | **Evaluate Understanding/Assessment:** *(How will I know if students have achieved today’s objective?)*  Matching of death and dying + 2 short answer🡪models rigor of Unit 2 exam. **(see attached).** | |  |
| 5  mins | **Closing Activities/Summary:**  Why does this matter? Have your opinions changed at all as a result of this discussion? | |  |
| 30 secs | **Enrichment/Extension/Reteaching/Accommodations:**  See attached IEP accommodations for J.S.; coach class offered mornings + lunches this week. | |  |

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| **Resources/Instructional Materials Needed:** *(What do I need in order to teach the lesson?)*  Day’s agenda, PP slides, graphic organizers, groups of 2-3 (based on attendance/tardiness), note cards, daily assessments |
| **Notes:** |